

**Report of the
Accreditation Visiting Team**

**Springville High School
1205 East 900 South
Springville, Utah 84663**

March 28-29, 2005



Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Springville High School
1205 East 900 South
Springville, UT 84663**

March 28-29, 2005

UTAH STATE OFFICE OF EDUCATION

**Patti Harrington, Ed.D.
State Superintendent of Public Instruction**

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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 28-29, 2005, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Springville High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Ann F. Anderson is also commended.

The staff and administration are congratulated for their desire for excellence at Springville High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Springville High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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Rick Nielsen.....	Supervisor, Elementary Education
William Vest	Supervisor, School Lunch

SPRINGVILLE HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Ann F. Anderson..... Principal
John Webb Assistant Principal
Troy Bohling..... Assistant Principal

Counseling

Aubrey Greenhalgh..... Counselor
Don Liddiard..... Counselor
Jim Welburn..... Counselor

Support Staff

Kathy Banks	Roberta Hathaway	Connie Parker
Shirley Barker	Conie Heggem	JoNan Preston
Tyson Bartlett	Lucille Houser	Lanell Rabner
Debbie Beals	Beth Ivers	Cindy Remke
Jason Beardall	Heidi Ivie	Duane Rice
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Doug Bills	Cheri Campbell	Leanna Crockett
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Starr Jeppson
Cynthia Johnston
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Frances Larsen
Karen Larsen
Priscilla Leek
Breanna McOmber
Ron Mitchell
Dan Money
Carey Montierth
Ray Newbury
Brian Ostler
Karla Palfreyman
Lillie Peery
Ann Penrod

Mikelle Roth
Chanell Reichner
Gregg Smith
Sandra Strange
Launa Strong
Bryan Tobler
Sam Tsugawa
Karen Van Orden
Royal Waddoups
Sterling Wadley
Lisa Walker
Trina Ward
Shauna Winegar
Kyle Wood
Rebecca Woodbury

SPRINGVILLE HIGH SCHOOL

MISSION STATEMENT

- Dedicated to Excellence
- United in Service
- Educated for Success

BELIEF STATEMENTS

- Relevant teaching and diverse programs provide opportunities for success.
- Involved students, prepared teachers, and caring parents contribute to a quality education.
- Healthy minds and bodies enhance learning.
- Intelligence, creativity, and effort are necessary to solve problems and meet challenges.
- A safe, supportive school atmosphere encourages learning.
- Accountability is essential.
- Service builds character and unity.

MEMBERS OF THE VISITING TEAM

Dr. Roy Hoyt, Hurricane High School, Washington County School District,
Visiting Team Chairperson

Kathy McDaniel, American Fork Junior High School, Alpine School District

Nancy Reed, Weber High School, Weber County School District

Lori Thorn, Alpine Life and Learning Center, Alpine School District

Charlotte Touati, Orem High School, Alpine School District

VISITING TEAM REPORT

SPRINGVILLE HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

The first school in Springville was built in 1909. The current building that houses Springville High School students was completed in 1968. Springville High School students, from the towns of Springville and Mapleton, come to the school by way of Springville Junior High School. The enrollment of 10th, 11th, and 12th graders totaled 1,501 on October 1, 2004. Springville faces the challenge of growing enrollment. Nebo School District is currently the second fastest growing district in the state. The district student population is expected to double in the next twenty years.

To assist students in achieving more in high school than ever before, Springville High School offers 24 sections of Advanced Placement classes taught by 12 teachers, 35 concurrent enrollment courses, and long-distance learning classes through UVSC.

Springville High School has three alternative programs: the Daylight program, the district's program for students who are classified as having an Emotional Disturbance (ED) and whose behavior indicates a need for a more restrictive environment than is typically offered in the classroom; PM School for students who have credit deficiencies and/or a large number of trancies; and Cornerstone, a program to serve students in the custody of Youth Corrections or the Department of Children and Family Services.

A very active Community Council meets once a month. The council approves all school clubs and responds to important school issues such as the use of Trust Land Funds. The school also makes an effort to serve the community. Each year the students, faculty, and staff contribute time, money, and effort to the Make-A-Wish Foundation, Sub for Santa, and Fill the Bus charities.

a) *What significant findings were revealed by the school's analysis of its profile?*

School survey results indicate the effectiveness of the school attendance policy. CRT scores indicate that the high school is at or above district level. There has been an increased enrollment of ESL and limited English proficient students, reflecting changing demographics. Nearly 50 percent of Springville High students participate in extracurricular activities. According to surveys, parents and teachers have more confidence than students that Springville High School is preparing students to meet problems they face after high school. Interestingly, parents, more than students or teachers, feel that students are seeing everyday relevance in their studies.

- b) *What modifications to the school profile should the school consider for the future?*

The Visiting Team recommends that Springville High School continue and extend its efforts to systematically collect and analyze relevant data in order to guide decision making in relation to instruction and curriculum.

Suggested Areas for Further Inquiry:

- Investigate the need for services that will support the success of ESL students (e.g., translators at Parent-Visiting; outreach to make parents feel welcome).
- Disaggregate data by gender and ethnicity.
- Supply data supporting graduation rates for students involved in the Academic Achievement Center and PM School.
- Provide a compilation of school clubs and organizations available for student extracurricular participation.
- Provide AP test results according to subject area.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The school engages parents and families as partners in the learning process. The school builds collaborative networks of support with community members and groups, government leaders, and higher education.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Springville High has made a comprehensive review of strengths and weaknesses and included them as part of the study.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Springville High School's desired results for student learning are as follows:

1. An Effective and Confident Communicator—capable of using verbal, written, artistic, scientific, mathematical and technological forms of expression to gather, develop and communicate ideas and information effectively.
2. A Responsible and Ethical Citizen—personally committed to self, family, and community (local, national and global); maintaining physical, social and mental health; treating others with kindness and respect; and making informed, proactive decisions regarding civic duties.
3. An Inquisitive and Resourceful Thinker—capable of sincere inquiry and honest effort, working both independently and collaboratively, using a variety of strategies, resources and tools to confront challenges and solve concrete and abstract problems creatively.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The Visiting Team found that all stakeholders participated in developing a shared vision for the school community. Teachers, students, and parents were surveyed to determine the instructional effectiveness of the school. All stakeholders were included in the work of the focus groups and in the development of the mission statement.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The Springville High belief statements align with the school's mission and DRSLs. The stakeholders participated in the development of the belief statements.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

Springville High's mission and beliefs are aligned with the DRSLs.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The Visiting Team has concluded that Springville High School's curriculum is guided by the standards of the Utah Core Curriculum as well as by additional standards, such as those of concurrent enrollment and AP courses. The curriculum is diverse and responds to a variety of student needs. As evidenced in the school surveys as well as in the classroom visits, there is an effort to connect the curriculum to real-life skills. Departments seem to know their particular strengths and weaknesses. Some teachers have already begun a process of interdepartmental collaboration that will strengthen their teaching practice. The Visiting Team suggests that the staff continue to find time and methods for integrating core concepts within and across content areas. The coordination and articulation of the curriculum will lead to a shared vision for student learning.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

It is evident that school-wide conversations and reflection have taken place around the accreditation process. Springville High's desired results for student learning clearly reflect the school's mission statement. The DRSLs are posted in each classroom, and teachers and students are aware of them. It is suggested that the DRSLs be refined and defined in a manner that will permit the development of specific, measurable steps to success. The school's DRSLs will then provide an avenue to content area and cross-curricular collaboration.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

A variety of learning strategies were observed, including direct instruction, group discussions, student presentations, simulations, personal coaching, hands-on projects, investigative learning, book assignments, role-playing, cooperative learning groups, individual practice, and more. Learning experiences were suited to the content area and to specific lessons. The Visiting Team observed that in most classrooms students were actively engaged with learning.

The Visiting Team has observed the faculty to be dedicated, hard working, and committed to students' success. Instructional time is protected by the faculty and administration; interruptions are kept to a minimum. A positive academic learning climate has been established and observed.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Observations by the Visiting Team showed teachers allowing students to work in groups and at their own pace. They are allowed to work on different projects as their knowledge and comfort increase. Help is provided for students with varying needs, starting with self-contained programs (Daylight and Cornerstone). Students are offered resource classes, applied classes, transitional classes, regular education classes, concurrent enrollment classes, distance learning, accelerated classes, and Advanced Placement classes.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Students are provided with a variety of opportunities for additional assistance to improve their learning. Students can receive help from teachers before and after school, work in computer labs, or work with other students as tutors, and there are also a large variety of clubs available to students to expand their experiences at Springville High. There are remediation classes available for those students who have not passed the Utah Basic Skills Competency Test.

There are many programs in place to help students recover credit lost through failing grades. Students can access the student achievement center to work on PLATO, and they can get credit by attending the PM School. Students can also be put on contract with individual teachers to make up work missed in a previous term.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

Assessment development of student learning is generally based on a clear definition of achievement and performance. Though standards are not fully developed school-wide, individual classrooms demonstrate clearly articulated expectations for achievement. In courses where there are no departmental or State Core Curriculum standards, teachers have developed their own.

School-wide assessments are limited to standardized, state, and national tests. The interpretation of assessment results is not always made available to teachers and/or students for remediation to take place.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

Student and teacher interviews show that staff members use multiple assessments in their classes to evaluate student performance. Some forms of assessment observed during the Visiting Team evaluation included paper-and-pen tests followed by an immediate evaluation and discussion, group assignments, open-ended questions, performances, projects, and oral presentations. While this variety serves well to meet various learning styles and the needs of the diverse student body at Springville High School, sometimes the specific learning to be measured isn't clearly communicated to students.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

At Springville High the assessment of student learning and the grading practices are intended to be fair. To decrease bias and distortion in the assessments, the Visiting Team concurs with the focus group's statement that "rubrics and other clearly defined equitable grading could replace potentially unfair methods currently being used." Communicating the expectations and standards to students could increase student performance.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The leadership at Springville High, driven by the administrative team and a variety of staff groups, clearly focuses on establishing a strong and positive academic learning climate in which teaching and learning are actively supported. A strong mentoring program exists for new teachers and interns. Staff members can present concerns to the administration in a variety of ways. The need for collaboration has been recognized in the focus groups and in the DRSLs. It is expected that future professional development will focus on areas of need as defined in the DRSLs and accreditation action plan.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The school uses assessment and evaluation data to improve student learning and instructional effectiveness. Decisions are directly aligned with the school's beliefs and mission, and advance the achievement of the school's goals. Decisions that resulted from data include increasing the number of AP classes and adding

transition classes in math and English. Collaborative decision-making also involves the Community Council, PTSA, faculty council, and administrative team.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Systematic assessment is in place for monitoring student progress in most classes. These assessments include, but are not limited to, SAT tests, DRPs, Vocational Skills tests, ACT tests, end-of-level tests and SEOP meetings. Other classroom teachers use projects and portfolios. The school reviews assessment and evaluation data and engages in reflection to identify and develop appropriate interventions to improve student learning and strengthen instructional effectiveness.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

School-wide policies and operational procedures are consistent with the school's beliefs and mission, and are designed to maximize opportunities for successful learning.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The allocation and use of resources are aligned with the school goals. For instance, the School Community Council said that Trust Lands Funds are used to pay for teacher time in the Academic Achievement Center. Trust Lands Funds have also been used to purchase books for the transitional English students.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

Parental input is encouraged by the administration through an active Community Council. The administration encourages parental involvement through an open door policy, and clearly defines expectations for attendance and learning to all stakeholders through e-mails and school newsletters.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team found that there is an outstanding feeling of community at Springville High. Significant evidence of effective working relationships among the staff and a sense of respect between students and teachers are apparent. The classrooms are safe and comfortable, and the many clubs and activities promote a sense of caring and belonging. The awards programs are designed to recognize a wide variety of student achievements. The Community Council, PTSA, Youth Support, clubs, and organizations aid in building relationships within the school. Additionally, e-mail makes it easy for parents and students to make contact with the school and to access the students' current grades.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

There is extensive evidence of the school's active engagement of parents as partners in the learning process. Collaborative networks are established through the SEOPs, parent/teacher conferences, grade reports, phone calls, letters, and e-mail. The school's website provides information, a calendar of events, and other important dates. The parents and students can access student grades through the district Student Information System (SIS).

Community involvement also supports student learning. The Newspaper/Journalism class provides information for publication in the *Springville Herald* each week.

Community educational support is evidenced as students of Springville High have the opportunity to take classes at Utah Valley State College, Mountainland Applied Technology College, Brigham Young University, and the Electronic High School. Another great opportunity for students is Utah Community-Based Training, where businesses in the community work with student interns. Also, the collaborative use of buildings and grounds maintained between Springville High School and the Springville City recreation and community education programs provide additional support for student learning.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The school's organizational system and culture are supportive of the school's improvement and professional development. Professional development programs for administrators, teachers, and support staff members focus on the knowledge and skills required to fulfill performance expectations for their roles and contribute to the achievement of Springville High School's goals for improvement. Professional development programs such as monthly lunchtime in-service and summer workshops are designed to facilitate the acquisition of new knowledge and skills by

all staff members. Over 60 percent of the faculty members are involved in in-service options.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The school fosters an understanding of the change process among all those who have a stake in the work of the school. The school supports the work of individuals and groups responsible for implementing improvement initiatives (such as LPIC and ACC) and sustains the commitment to continuous improvement and renewal. Springville High School provides time for departmental and school in-service meetings during lunchtime and encourages monthly department meetings.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Springville High School's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard is met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

Standard V – Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

Standard VII – Preparation of Personnel

This standard is met. All professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned.

Standard VIII – Administration

This standard is met. The administration of Springville High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX – Teacher Load

This standard is met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and/or Northwest.

Standard X – Activities

This standard is met. Springville High School supports a range of activities that supplement the basic instructional program by providing additional interests and experiences for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

The action plan currently addresses several major areas of improvement, as identified by the school's departments and focus groups. These areas of improvement include the following:

- Fostering an environment conducive to campus-wide collaboration.
- Enriching the curriculum to better meet the various academic needs of all Springville High School students.
- Expanding and updating the Springville High School media center to encourage lifelong learning and to support student and faculty information, literacy, research and curriculum needs.
- Enhancing communication with all Springville High School stakeholders.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

There is substantial evidence to indicate that there is sufficient commitment to the action plan by the school staff and members of the community who were involved in the focus groups and school accreditation team. The Visiting Team suggests that under the action plan heading "responsibility," specific people be listed by name. Listing the specific individual(s) will ensure there is accountability in the process. Listing the administration or faculty is too nebulous.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

All necessary components for evaluation are in place.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The administration and staff at Springville High School are to be commended for their tremendous effort to keep and support at-risk students. Programs such as P.M.

School, study hall, the Academic Achievement Center, and peer tutoring are being utilized to support students.

- The Visiting Team commends the school administration for providing leadership. Teachers feel safe in expressing their ideas and opinions, and the administration is responsive to their needs. Parents, students, and teachers praised the administration for its commitment to the success of students.
- The entire school community is to be commended for its efforts in creating a positive school climate in which students feel safe, and which is conducive to teaching and learning. It was clear to the Visiting Team that expectations are set for students, and students are working to meet these expectations. It is also worth noting that Springville High School has a strong sense of community.
- The Visiting Team commends the school for its high participation in student activities. These activities give students the opportunity for service, academic enhancement, and showcasing their talent.

Recommendations:

- The Visiting Team recommends that the school staff explore ways to explicitly teach and assess the school's DRSLs. The staff may consider refining the desired results so they can be measured. The desired results reflect the vision of the school and therefore need to be central to the design of curriculum and instructional delivery, and be overtly assessed.
- The Visiting Team recommends that the staff explore and implement a professional development program that will provide **all** teachers with the opportunity to refine their instruction and employ best researched-based practices. As the district provides time (i.e., weekly late start or early out), it will provide opportunity for teachers to refine their craft.
- The Visiting Team recommends that the school continue to develop a comprehensive system for gathering, analyzing, and using data to drive school improvement and decision making. Eventually, these efforts should extend to gathering and using data to monitor and evaluate improvement efforts as they are implemented and refined.
- The Visiting Team recommends that the staff continue to work at building departmental and interdepartmental collaborative communities within the school to explore opportunities for cross-curricular integration and teaming.